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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND
CULTURAL ORGANIZATION

FOREWORD

As a contribution to a seminar on literacy, to be held next month in Rio de Janeiro, the contents of the *Bulletin* have been given a bias toward literacy problems. The two campaigns described come from widely different circumstances: in Bombay the organization of the scheme and the unfolding of a Ten-Year Plan show a means of dealing with the bewildering complexity of urban illiteracy; in Northern Rhodesia there is a quieter rural tempo and attention is directed more to the psychological factors of learning.

To aid readers who may wish to follow up directly the projects or experiments which the *Bulletin* briefly introduces, the full addresses of contributors are given on the final page. It should be remembered, too, that Unesco's Education Clearing House will answer specific questions that arise from any of the articles.

Finally, a matter of publication policy. The *Bulletin* can only slowly be established, and for the present it is distributed free to Member States and organizations. In order to make it available to a wider public a sales policy is being progressively worked out. Thus, the *Bulletin* now carries a price; it will be on sale through Unesco sales agents in various countries; and the individual reader may also take out an annual subscription directly from Unesco.

ADULT EDUCATION CAMPAIGN IN BOMBAY CITY

AN EXPERIMENT IN A COMPACT INDUSTRIAL AREA

by B. M. KAPADIA

THE RÔLE OF adult education is to make every possible member of the State an effective and efficient citizen and thus to give reality to the ideal of democracy. India has just gained political freedom, but it has to face many difficult problems, the solution of which depends on the education of its teeming masses. Hence it was that Mahatma Gandhi urged the Central and Provincial Governments in India to educate the people on a mass scale by starting a national crusade against illiteracy and ignorance. Mahatmaji's scheme of Basic Education has in principle been adopted by the Government of India and he has been rightly called the 'Greatest Adult Educationist in India', on account of the great impetus that he has given to the movement.

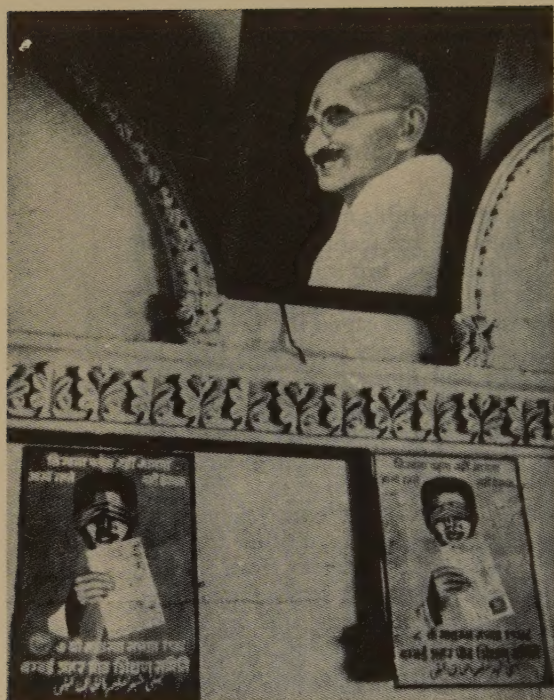
In India, a land where more than 80 per cent of the population is illiterate, the term adult education used to connote till recently the removal of adult illiteracy, i.e. teaching the adult how to read and write his mother tongue. In this case the content of adult education was quite different from that in Western countries. But since the advent of freedom and democratic institutions in India, adult education is gaining a new meaning and an added significance and urgency. The new concept of adult education, now termed *Social Education*, not only includes literacy but also aims at the awakening and reorientation of the adult mind so that society can be organized on a new, healthy and rational basis. Ignorant masses cannot build up a true democracy as every uneducated person is a social danger and, hence, a State with the bulk of its population ignorant is potentially insecure. From this point of view it becomes essential to the life of the State that the masses should be made not only literate but fully conscious of their responsibilities in a State which is responsible to them.

INDIAN GOVERNMENT'S POLICY

The Indian Governments, both Central and Provincial, have fully realized the urgency and the significance of these considerations. The Central Government has given priority to the Social Education scheme as one of its most important means of national regeneration. The scheme envisages 50 per cent literacy during the next five years and the Provincial Governments have been asked to take immediate steps to implement it. A sum of Rs. one crore (Rs. 10,000,000, roughly \$ 3,000,000) has been set apart as the Central Government's contribution for the year 1949-50. The Provinces and State Governments also have started work energetically in this direction, by establishing Provincial and Regional Boards of Adult Education. The most notable of these experiments are the Social Education scheme in the Central Provinces and the Adult Education campaign in Bombay city and in Mysore State.

BOMBAY'S PIONEER EXPERIMENT

Bombay, the pioneer city in India, has been also a pioneer in carrying on a huge experiment in education for the last ten years. In the initial stages adult literacy formed the main part of the adult education scheme. The



Posters used during the Eighth Literacy Week in Bombay.

first organized effort on a large scale for liquidating illiteracy from the adult population of the city of Bombay was made in May 1939, jointly by the Social Service League and the Bombay Adult Education Committee, a body appointed by the first popular Government of which Shri B. C. Kher was the Premier and Minister of Education. The response from all sections of the public and from individuals was so great that the Government of Bombay appointed a special committee, styled the Bombay City Adult Education Committee with the Hon'ble the Premier Shri B. G. Kher as its president, for organizing a large-scale campaign on a permanent and systematic basis. Succeeding presidents were the Hon'ble Shri Mangaldas Pakvasa, now Governor of Central Provinces and Berar, and the Hon'ble Shri Gulzarilal Nanda, Minister for Labour, who reorganized the campaign in August 1947. During all these years Mr. K. T. Mantri worked zealously as the Secretary and Special Literacy Officer of the Committee. On 15 March 1949, the Committee was reconstituted by the Government of Bombay with Shri Champaklal G. Modi, a retired judge of Bombay and an active member of the Committee, as its president.

THE TEN YEAR PLAN

The problem of adult literacy in Bombay is a complex one. A cosmopolitan city with a population embracing people from all over India and speaking many languages calls for a multilingual treatment and development of the campaign. Hence the Committee organizes classes according to various provincial languages, viz. Marathi, Hindi, Urdu, Gujrati, Kannad and Telugu. Again, the illiterate industrial population of the city is in many

ways a floating one as there is seasonal migration from the city every year. According to the 1941 census, the total population was 1,490,000. Of this total, the population in the age group of 15 to 40 was 784,000, of whom 438,000 were illiterate. But during the last world war the population increased enormously. By 1946 it was estimated at 2,500,000; of these, 735,000 in the age group of 14 to 40 were estimated as illiterate.

On the basis of these figures the Ten Year Plan was drawn up under the guidance of Shri Mangaldas Pakvasa. This is a comprehensive scheme for making all the illiterate adults in the city literate within ten years at an aggregate cost of Rs. 50 lacs (approximately \$ 1,500,000); the number of literacy classes will increase progressively from 900 in the first year to 1780 in the tenth year. The Government of Bombay has accorded its approval to this Plan and has agreed to make an annual grant of 50 per cent of the expenditure.

A FEW HANDICAPS

By making an experiment during the year 1946-47, the Committee found that there were difficulties in the working out of the Plan. The problem of supervision which is so important in such a vast campaign was a perplexing one. At that time the work was entrusted to two types of workers : (1) 40 part-time workers receiving honoraria, called Supervisors (in charge of ten classes each), and Superintendents (in charge of fifty classes each); (2) two whole-time stipendiary officers called Assistant Literacy Officers. It was, however, noticed that the reports submitted by the part-time workers were at times not reliable. The Committee's two Assistant Literacy Officers alone, with the Special Literacy Officer at the helm, could not exercise an effective supervision and control over more than 800 classes distributed far and wide in a big industrial area like the city of Bombay.

THE NEW APPROACH

In order to overcome this and other difficulties a revised scheme, the 'New Approach to the Ten Year Plan' was drawn up in 1947 through the industry of an Ad Hoc Committee which included amongst its members Mr. Champaklal Modi, the present president. This New Approach broadens and reinterprets adult education by giving it the social emphasis already noted. The revised Plan has been fully enforced since the November 1948 session and the whole campaign has been reorganized in a more systematic and practical manner.

THE ADMINISTRATIVE MACHINERY

The city has now been divided into eight administrative units embracing this vast industrial beehive. Each unit has a sub-office with an Assistant Literacy Officer in charge. Three Lady Assistant Literacy Officers are put specially in charge of women's classes. Over these nine Assistant Literacy Officers are two Deputy Literacy Officers with the Special Literacy Officer at the head of the organization. There are about forty supervisors, each in charge of twenty classes. Each Assistant Literacy Officer will have under him five such supervisors and is therefore responsible for one hundred classes. All these officers thus organize, supervise and guide the whole campaign.



A class of Muslim women in an Urdu literacy class.

LITERACY AND POST-LITERACY CLASSES

The Committee runs two types of classes, the literacy and the post-literacy. As a result of experience the Committee has fixed a four months' course for the literacy classes and a further eight months' course for the post-literacy classes. Each adult is required to attend one hour daily on all working days of the week. The classes for men generally are held at night between 7.30 and 10.30 p. m. and women's classes are held by day between 12 and 3 p. m. The Municipal Schools' Committee, a number of private agencies, and both primary and secondary schools, allow the use of their buildings free of rent for holding the classes. But many of the classes are held in corridors of workers' tenements known as *chawls* or in open spaces adjoining the adult pupils' residence. This arrangement has been found convenient to the adult workers who are reluctant to leave their residence after the day's hard toil. In a number of women's classes the teacher has to teach her adult pupils in small groups just near their rooms, thus enabling the working-class women to look after their homes and children even while they are under instruction.

LITERACY TEST

At the end of the literacy course of four months a literacy test is held and certificates are awarded to those who qualify. The following standard of literacy has been laid down : the ability (1) to read simple sentences forming a story on some topic or a letter; (2) to write answers to simple questions or a letter, or to sign his or her name; (3) to use numbers up to 100 for easy calculation; (4) to express orally and fairly correctly a story or a simple narrative.

TRAINING OF TEACHERS

It has been strongly emphasized that adult education even in its simplest form demands a special and exacting technique. It requires special teachers with special aptitude. It is necessary that the teacher's manner should be stimulating and his matter interesting. With a view, therefore, to training suitable teachers, the Committee arranges short-term courses at different centres in the city in all the different languages. The course consists of (1) the theory of teaching, dealing with broad principles of adult psychology and adult education; (2) the practice of teaching, which includes demonstration lessons and practice lessons; (3) organization of classes. The Committee hopes to maintain in the near future a whole-time training institution.

METHODS OF TEACHING

No particular method has been specifically laid down and the teachers are allowed to follow any method which will create interest among the adult pupils. Unlike the child pupil the adult pupil is at least physically a fatigued person. He has a number of worries and the possession of the art of reading and writing is not of immediate benefit. Hence the teacher has to adapt himself and his methods to the moods of the pupils in a number of ways. One of the methods is based on words denoting the units of a story or an incident. Association of objects with the alphabet has also been found to be easy for the adults. Popular folk-songs have a great appeal. With a view to making the instruction interesting to the physically and mentally tired adult pupil, the daily hour's programme includes : (1) a prayer, (2) formal teaching, (3) discussion of current topics of general interest, (4) news, information, etc., (5) national song. For the guidance of the teacher, special textbooks have been prepared by the Committee.

POST-LITERACY WORK

The Committee has been paying special attention to the enlarged scope of adult education now called social education. Provision has been made to impart to the adult both in literacy and in post-literacy classes, education in citizenship, health, sanitation, co-operation, current topics, cultural and social betterment, better living, and so on. The post-literacy classes of eight months' duration provide facilities for such education. These classes also prevent the new literates from lapsing into illiteracy. To further this programme the following form a regular part of the scheme.

1. *Social education van*

A special van equipped with a cinema projector, a microphone, a loud-speaker and a gramophone, moves in the backward areas every day arranging street-corner cinema shows and talks, the films providing both education and recreation.

2. *Cultural programmes* by the adult students of classes and outsiders are arranged once a week. These include dialogues on literacy and social



A men's class being held in the compound street.



'I too am learning to write': one of the many posters used in the campaign.

education, dramatics, *bhajans* and speeches. In such programmes adult students of five classes join together, and so obtain a training for social life and for self-expression.

3. Cheap and useful literature

The Committee produces its own literature for new adult literates, covering all aspects of life. This is published in small booklets of about thirty-two pages with suitable illustrations. The subject matter is presented in simple language and in bold type. We have published twenty such books in Marathi, Urdu, Hindi and Gujrati, which are the recognized languages of the province. Besides this, special posters depicting some of the important topics in civics, sanitation, health, etc., are being printed for use in classes and for exhibitions.

4. Circulating library

The library has always been recognized as an important means of adult education and the Committee has made a start in this direction. Boxes containing more than 100 books each have been prepared and are circulated from class to class, for the benefit of the adults especially in the post-literacy classes.

5. News-sheet

A fortnightly news-sheet named *Saksharata Deep* ('The Torch of Learning') has been published in Marathi for the last eight years. Hundreds of

copies of the magazine are distributed free to the classes for reading and discussion by the adults. It is intended to publish it in other languages. At present another fortnightly called *Rabher* ('The Guide') published by Mrs. Kulsum Sayani in Hindi, Urdu and Gujrati, is subscribed to by the Committee for free distribution in the classes.

6. Other means

Community radio, exhibitions and excursions are some other methods used for educating the masses.

7. Public co-operation

Though the primary responsibility for tackling this problem belongs to the State, in Bombay the campaign is run on a voluntary basis in order to reduce the cost and to secure the maximum co-operation from the Bombay Municipality and other public bodies and public-spirited individuals. The Bombay Government has accepted the responsibility of financing 50 per cent of the expenses. But the Committee has to look to other resources for the remaining 50 per cent. It therefore organizes annually a Literacy Week, in order to focus public attention on the urgent need of social education and also to collect funds. Thousands of student volunteers from secondary schools and colleges help to collect the funds. The citizens of Bombay respond generously and large amounts are collected every year. We also develop public co-operation by means of local committees, and *chawl* or house committees. Fifty such committees are working at present. They help to organize the classes and to supplement, by occasional visits to classes, the work of supervision carried out by the official staff. Most of our classes are working in the slum areas of Bombay — the classes actually being held in verandahs of the dimly lighted and often dirty and badly smelling buildings called *chawls*. But it has been noticed that many of these *chawls* or slums assume a better, cleaner and more cheerful appearance after the classes and the committees have been at work for a few months.

ADULT EDUCATION IN JAILS

Upon the advice of Hon'ble the Premier, Shri B. G. Kher, a scheme has been put in force for educating prisoners in the Arthur Road jail in Bombay. The aim of this education is to bring to prisoners a new hope of a better life after they are released, by emphasizing the efficacy of the moral values of life and by developing sufficient moral and intellectual strength in them to face and resist evil anti-social temptations. The Committee has already started literacy classes in the Arthur Road jail and has also arranged for weekly cinema shows as well as talks by eminent persons on useful topics.

RESULTS

From 1939 to March 1949 the Committee enrolled 268,000 adults in its literacy classes. Of these, 163,000 adults have been made literate including nearly 31,000 women. During the last ten years the Committee has spent Rs. 11,83,907/- in its campaign. During the same period the Committee's receipts came to Rs. 12,68,995/-, from the following sources :

Bombay Government	Rs. 7,79,120
Bombay Municipality	1,31,000
Bombay Port Trust	30,500
Public contributions	<u>3,28,375</u>
	Rs. 12,68,995

The following table gives an idea of the movement year by year.

Progressive statement of the Literacy Campaign in Bombay 1939-1949

(Data about other agencies — grant-in-aid, employers', voluntary — are omitted; they rarely amount to more than 3 per cent of the total)

		YEAR							
		1939-1942 (3 year period)	1942-1943	1943-1944	1944-1945	1945-1946	1946-1947	1947-1948	1948-1949
Number of classes	Men	2,404	1,039	728	638	969	1,327	1,579	1,406
	Women	721	369	259	236	306	275	414	433
	Total	3,125	1,408	987	874	1,275	1,602	1,993	1,839
No. of adults enrolled	Men	47,904	21,512	15,255	13,045	20,400	27,039	31,486	31,982
	Women	11,709	5,481	4,417	4,022	5,175	4,581	6,992	8,211
	Total	59,613	26,993	19,672	17,067	25,575	31,620	38,478	40,193
No. of adults made literate	Men	32,075	9,564	10,636	9,201	14,771	18,840	15,610	18,159
	Women	6,574	2,031	2,599	2,516	3,400	3,007	3,077	4,360
	Total	38,649	11,595	13,235	11,717	18,171	21,847	18,687	22,519
Max. no. of post-literacy classes	Men	112	128	128	61	129	160	270	332
	Women	31	26	32	31	48	30	131	123
	Total	143	154	160	92	177	190	401	455
Finance : (In Rupees : approximately 13 Rs. = £1. 3.3 Rs. = \$ 1.)	Opening balance								
	Receipts	177,099	17,785	11,458	22,190	18,111	47,468	37,106	32,380
	Expenditure	159,314	60,927	102,161	83,761	157,052	163,232	214,827	309,935
	Cost per Adult made Literate	4	67,254	90,945	87,840	127,637	173,650	210,701	264,762
		4	4 1/2	5 1/4	6	6 1/4	6 1/2	9 1/4	9

Thus it will be seen that this campaign is one of the biggest experiments in India in fundamental education, the education of the mass of the people. Over a million illiterates residing in an urban industrial area are involved. The primary purpose of this education is 'to combat ignorance and illiteracy and to spread elementary knowledge and the means of acquiring it' among the millions of India. But the teaching of the three R's is not its only aim. It is considered only as a necessary implement for all further instruction. The whole campaign is a part of fundamental education and aims at 'improving the life of the nation'. The Bombay City Adult Education Committee has kept this ideal of popular, democratic, universal education before it, and in the state of affairs since the attainment of freedom by India, the Committee has been working with redoubled vigour and inspiration. Difficulties and handicaps it has to face, yet it is keen on stepping up its campaign and is confident of ultimate success in making Bombay, which claims to be *Urbs Prima in Indis*, also the first fully literate city in India.

Bombay
April 1949

MASS LITERACY IN NORTHERN RHODESIA

by HOPE HAY

IN NORTHERN RHODESIA, as in most countries, literacy work among adults is not a new thing. It has been a regular feature of most mission activity ever since missions were established in the territory, generally in connection with women's work and Church membership classes. Little, however, had been done by way of preparing special adult reading primers or in evolving any specially adapted technique in teaching.

In 1943 at the Mindolo Station, which borders on one of the Copperbelt African mine compounds, and is run under the auspices of the United Missions in the Copperbelt, an experiment in women's work included an experiment in literacy. Classes had been arranged for women who wanted to learn how to read and write and, in the absence of special primers, school textbooks were used. It was soon seen that these were unsuitable both in subject matter and form. The lengthy syllable drill, in particular, was found to be both meaningless and wearisome, and its usefulness was questioned. A new series of lessons was therefore evolved, based on whole words and sentences. As the vernacular employed was consistently phonetic in spelling, the approach was phonetic and not syllabic although ordinary letters were used, not phonetic symbols. The lessons were drawn up one at a time as the women became ready for each in turn and each lesson was crayoned on a large sheet of paper and roughly illustrated. The women began at once to take greater interest and to learn more quickly. The time taken for women to become literate was, at that stage of the experiment, approximately three months.

GROWTH OF THE EXPERIMENT

In 1944 the British Colonial Office published its White Paper, *Mass Education in African Society*. This paper was fully discussed by various official committees and, *inter alia*, it was decided to conduct an intensive mass literacy experiment in the Copperbelt in the Mindolo compound itself, having for its teaching material the new lessons being used at the women's class at the Mission. The Northern Rhodesian Government made the necessary financial arrangements. The Mine Management agreed to the use of their compound as the field of experiment and two experienced Jeanes Supervisors were seconded to assist. The experiment began officially in January 1945.

During the first three months, while the lessons were being properly illustrated and produced in book form, much preliminary work was done. Discussions were held with local Government officials, missionaries, compound managers, school teachers and Church leaders. The tribal representatives were consulted and a census was taken. It was found that of 3,692 resident adults, 2,347 were totally illiterate. Of the total number of adults there were 950 women of whom 902 were illiterate. The conducting of this census not only provided a statistical basis for our plans but also enabled us to become acquainted with the people individually and with some of the problems involved. It also gave the people themselves time and opportunity to become accustomed to us and our ideas.

ISAMBILILO 1.

Isiputuluha ca ntamshi

Icunda ca A a, m m, e Icunda fya T t, M m, B b.

A a

T t



tata

M m



mama



Tata atama

B b



batata



bamama



Batata batama

The first lesson in *Shibukeni*, the adult literacy textbook.

By March the reading lessons in Chibemba were printed in book form. They have since been published in the six major vernaculars. The book consists of twenty pages interleaved with blank pages for immediate writing practice. The method, as in the original chart experiment, is phonetic and is in accord with the recognized orthography but the letters are introduced by means of whole words and sentences. The book is divided into five sections, each of which introduces a new vowel and a group of new consonants. Each section other than the first also includes the vowels and consonants already learnt, and therefore consists of:

- (a) new letters introduced in words and sentences with pictorial illustration,
- (b) practice words comprising the letters already learned in varied combinations,
- (c) a story in continuous prose containing the letters so far learnt with appropriate illustration.

Two pages therefore out of every three in each section are revision. The subject matter is suited to the interests of adults and comparatively few of the illustrations represent inanimate objects because we preferred to make the subject matter as personal and active as possible.

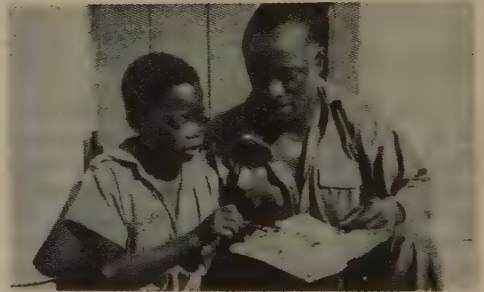
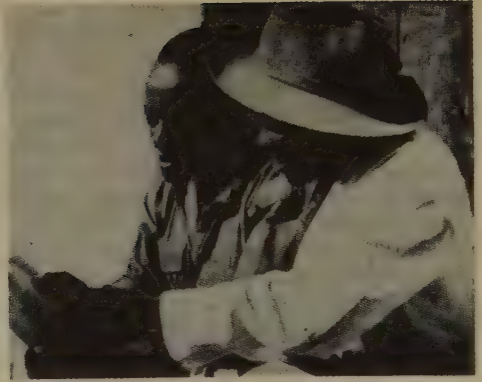
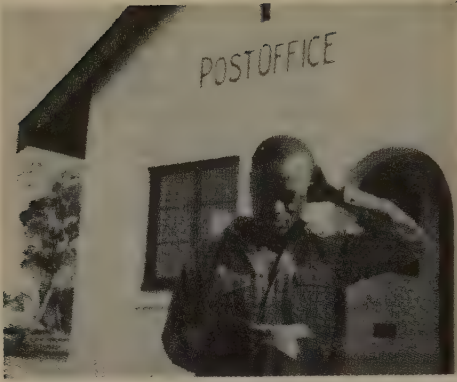
With the books thus ready in one language we were ready to begin. We were, however, still uncertain as to the actual method we should use. Considering the number of illiterates, the smallness of our staff and the lack of buildings, we decided to experiment with Dr. Laubach's Individual Teaching method, adapting it to local conditions when this seemed necessary or desirable. It was thus by trial and error, by observation and deduction, that a method was evolved which was both suitable and effective. Two months after the campaign had begun sixty adult literates had been

recorded. By the end of July this number had risen to 193. At the end of 1946 the work had been extended to other places throughout the territory, and twenty-three supervisors had been trained for this purpose at Mindolo. Sixteen of these have continued in the work up to the present time, and a new series of courses is beginning now for the training of both rural and urban supervisors. At the end of 1946, 2,648 new literates had been recorded, 1,196 of whom had become literate during the Mindolo campaign itself and 1,452 during the extension of the work during that year. During the next two years, 8,189 new literates were recorded throughout the territory making a total up to date since March 1945 of 10,837, about half of whom are women. All these have learnt from the new primers, without any classroom work, and have voluntarily submitted to a sight-reading and dictation test in one of the major vernaculars. They have also had to write their own names and the numbers from one to ten. Of the total number of new literates to date over four thousand have been recorded in rural areas where literacy work began two years later than it did in the urban centres.

CAMPAIGN METHODS

The method which the full-time Supervisor employs is as follows. Whether in an urban or rural area, he first secures the goodwill of the authorities, that is of Government officials, missionaries, chiefs or chief's representatives and of the educated section of the community. The latter may be a group of clerks and teachers or perhaps only two or three school-educated adults. This step is of the greatest importance because unless these people are properly informed and willing to co-operate they may, through disdain of our unconventional methods, discourage the illiterates.

The supervisor then, feeling the goodwill of the people behind him, takes a number of copies of the primer, visits the ordinary people, makes friends with them and finds out who wishes to become literate. He then speaks to one of these. It happens frequently that an adult says he wants to learn but does not believe he can. We pay a lot of attention to this state of mind and assure him that because he is an adult who already uses his hands and eyes in the duties of normal adult life he will not find it difficult to learn. We also point out that as he can read the spoor-marks of animals on the ground he will similarly soon know how to recognize the marks on paper which we call letters and which grouped together likewise have meaning for him. This invariably gives the willing but diffident illiterate courage to start and the Supervisor sits down beside him wherever he may be, whether it is by a village hut, under a tree or in a compound lane, and shows him how to read and to write the words on the first page of the primer. The learner usually masters this in half-an-hour or less and, greatly encouraged, wishes to proceed. The Supervisor then explains that anyone who can read and write can teach him the rest of the book, and asks if he knows anyone who could do it. In almost every case the learner knows of someone. A woman may name her husband; a man will suggest the name of his friend, either school-educated or a new-literate; a parent will suggest a child who goes to the local day school. If there is any difficulty the Supervisor helps by making suggestions, but the normal procedure is to insist that the learner finds his or her own teacher. The Supervisor agrees to leave the book with the learner, content to leave the obligation with him to make his own arrangements. He does, however, tell the learner to call him if any difficulty arises and invites him to come and be tested when he has finished



The next four photographs present the campaign method clearly: an illiterate adult faces a problem — he cannot read a letter which he has received; the Supervisor gains his confidence and teaches him the first lesson in *Shibukeni*; the man has a school-boy son, so the Supervisor leaves the book with them on the understanding that the son will help his father.

the primer. The Supervisor then proceeds to another would-be learner and deals individually with him in the same way. It has been found from experience that if a Supervisor covers too small an area, or an area with too small a population, the people depend upon him to do all the teaching and do not make use of ordinary people who could help them. On the other hand, if the Supervisor tackles too large an area in the first instance he cannot visit the learners frequently enough to be on the spot when they are ready for testing or to give the encouragement which is needed from time to time. A rough guide as to what we find practicable is that the Supervisor's area in the first instance should not exceed ten miles in diameter or a population exceeding 1,500, including literates. When such an area has a good majority of its people literate the Supervisor can then go to another area of like size and pay an occasional visit only to the former one.

THE PROBLEM OF PART-TIME ASSISTANTS

During the past two years mistakes have naturally been made. We do not regret them because they have helped to clarify our policy and to show just

what emphasis should be given to various points of general principle. In some places we had, in good faith, trained part-time agents to help the Supervisors. We hoped that these people might combine a little literacy work with their normal duties, e. g. mission evangelists on their village tours, school teachers during the holiday months, welfare librarians during out-of-work hours. The policy has been found to be quite unsatisfactory. Many of these people, though efficient in their normal jobs, are unsuitable for this work; and far too much of the full-time Supervisor's time has been taken up, where this was the policy, in the training and supervision of the official assistants. A short course, which is all that we could give to part-time agents, is not enough to ensure that they get a proper grasp of methods of dealing with adults or a right attitude to the work. In some cases it has actually been found that the more part-time agents a Supervisor has had, the fewer new-literates have been recorded in his district — and vice versa. One man with no part-time agents assisting him has 800 new-literates to his credit in two years while another with 25 agents has only 218 for the same period. The part-time agent has in some cases demanded extra pay from his employers; in others his presence has hindered people from using their own friends and relatives as helpers; and in yet others the agents have, contrary to their training started groups or classes, with disastrous results. Apart from statistical results, we have found that the actual teaching of the primer is done far better by the individual illiterate's own literate friend or relative who though less officially qualified, is in a closer natural relationship to the learner. It is now therefore our policy to use such part-time agents only for follow-up work, and to leave the distribution of primers and the testing and recording of new-literates to the fully trained full-time Supervisors.

CLASSES AND TEACHERS

In one or two places only, either as a result of a part-time agent's activities or owing to a well-meaning non-African's encouragement, classes were started. Whether these classes replaced or supplemented the individual method it was found that the time taken by the illiterate to become literate increased from three or four weeks to six months or more — and with no greater proficiency at the end of that time. The reasons so clearly claimed by Dr. Laubach for this difference between individual and group learning are all responsible for this; but I believe the main factor is that wherever groups and classes are formed the learner tends to leave the work of learning to the appointed time, place and teacher and makes little effort in between times.

The most successful work has been done by those Supervisors who not only adhered strictly to the individual method but who invariably put the obligation of finding a helper or teacher on the would-be learner. This is far more suitable and far more effective in this territory than the converse method by which literates are told or asked to teach illiterates. General propaganda about helping one's friends is not to be discouraged; but it appears here to be far more satisfactory if the individual literate is asked to help, not by someone in authority, but by an individual illiterate who needs his help. This avoids complications about payment for services rendered, it proves the good faith of the learner and, above all, it allows the learner in urban areas to go to someone he knows and trusts and the rural learner to find someone in the right kinship relationship * to himself if he so wishes. There is an additional advantage in that, if the original

* Bantu society attaches great importance to this question of kinship.

helper goes away, the learner can find a new teacher and the Supervisor is not taxed with the responsibility of replacing teachers.

Certain further adaptations are now being made in rural areas. The most important of these is the adaptation of literacy work to the seasonal activities of the people. As a start, we are preparing a detailed analysis of such activities for different areas. It is felt that concentrated literacy work should not be attempted at times when the people are busy in their gardens but should rather be confined to times of leisure or partial leisure. During the periods which are unsuitable for literacy work the Supervisors could go to the nearest towns or settlements and work among people who are not wholly dependent for subsistence on the produce of their gardens.

MOTIVATION

The question of incentives is being raised in many quarters. Before we think of presenting, either by persuasion or force, incentives to people who are assumed to have none, we should, I believe, be very careful to separate in our own minds our incentives in helping people to become literate from the people's own possible reasons for wanting to learn. For the former there may be a variety of motives. The missionary would express his differently from the administrator or the trade-unionist or the economist or the co-operative worker; and these would all express their motives differently from the compound or farm manager who is tired of getting work-tickets marked by clumsy thumb-prints. All would however probably say they wished to see the well-being and development of the country.

But the illiterate himself, what are his motives? Can he have an incentive of his own without external propaganda? Does he want to read the Bible or the vernacular newspaper or books? Does he want to sign his own name? Or is it because literacy confers social distinction or earns him the respect of his fellows? Is it because he wants a better job? Is it because he wants to keep in personal touch, and without the middle-man letter writer, with those who belong to him but who are separated by distance? Again there may be many different motives depending upon the circumstances of the individual and the conditions of the society in which he is living. There may be few or none of these motives, but the greatest incentive is human need, whether evidenced in an individual or a group; and this I believe must be fully recognized before the educator attempts to impose incentives the very understanding of which may be beyond the grasp of the individual or the group until literacy, with its attendant reading of newspapers and books, is achieved.

The problem of illiteracy in Northern Rhodesia is quite simply the problem of an educational gap which needs to be bridged. The establishment of schools and the growth of child education have made steady progress for many years. But the progress has not, nor could it have been, wide enough or speedy enough to match the administrative, social and economic development of the country. Every adult male pays tax and carries a pass-card. There are little stores everywhere. There is the selling of surplus food crops in even remote areas. The news of world events percolates to every corner. It is the remotest villager who is most seriously cut off by his son's departure to the mines. All these factors mean that people are becoming aware of the need for literacy if they are to keep pace with events. They do not need to be given incentives nor to be made interested by any artificial means. They have not, it is true, shown much sense of urgency in the past but that is, I believe, because lack of opportunity has made them

resigned to ignorance. Given an opportunity of making good the deficiency, an opportunity which does not upset the routine duties and activities of daily life, an opportunity in which he sees no snares or ulterior motives, the individual will find quickly enough his own reasons for taking advantage of it. This is not, admittedly, true of everyone but it is true of as many as we can cope with. A man may say : 'I want to learn so that I shall not be cheated.' A woman may say : 'I want to learn because I am tired of asking my husband what everything means.' Another man may say : 'I want my wife to learn so that I can have a letter from her when I am away from home.' Many say : 'I want to learn so that I may be wise.' We employ no propaganda nor do we worry any adult who is not interested; but in helping those first who are aware of their need, we find that others become aware of their need likewise.

Apart from the illiterates' personal need and the workers' incentive, it is as well to remember the fundamental function of reading and writing in the life of man. It is by words that man makes himself understood and by words that he understands others. It is by words, spoken words, that the illiterate adult is already accustomed to make others understand his needs, his thoughts, his wishes and his experiences. It is by listening to words that he comes to understand the needs, thoughts, wishes and experience of others. At one level this takes the form of simple personal communication, at another of the proverb, the folk-story, the court case. Now to this already established skill in the use of words there can be added skill in the use of written and printed words, and in helping the illiterate to become literate we are helping him merely to extend his skill in the use of words. He can now, if he learns, make himself understood by writing and thus make himself understood to those beyond the range of his voice, to those far away and even to the people of a future generation. He can understand others by reading as well as by listening and thus comes to understand not only those within earshot but people far away and of a past generation. At one level this may take the form of personal correspondence, at another of written instruction or information, and at another of expressing and understanding intricacies of thought, the record of man's failure and man's achievement and the experiences of the human heart. Although some forms may be more highly developed than others, they are no more real, vital or urgent than the simplest forms which answer human need. If this is kept in mind, it should be possible to avoid the extravagances of educational fashion and to keep our work properly related to the life and thought of the people among whom we are working. The more highly developed uses of the written language must follow, not precede, the simpler ones.

Fort Jameson
Northern Rhodesia
May 1949

LITERACY - WHY AND HOW

LOOKING FORWARD TO THE RIO SEMINAR

THE organization of the productive capacity and increased self-government of underdeveloped areas of the world are dependent upon a reduction of illiteracy and the initiation of mass programmes of fundamental education. The map review of World Illiteracy published by the British Bureau of Current Affairs shows that more than one half of the world's two billion population has not had the opportunity of even a minimum of schooling. This map also shows that, in the areas of high illiteracy, mortality and disease rates are the highest.

Unesco's programme of fundamental education aims to help Member States to provide a minimum of basic education for the educationally underprivileged masses of their populations. This programme has a material and spiritual purpose. On the material side it seeks to improve the living standards of underdeveloped countries by teaching the essentials of health, nutrition, improvement of agricultural production, better home life and constructive recreational activities. On the spiritual side it seeks to assimilate the 'silent millions' in the national and world community. A spokesman for President Truman's 'bold new plan' of aid to underdeveloped countries emphasized the importance of the spiritual purpose of the plan by stating that it would try 'to make it possible for people who want to live a decent, orderly and just and free life to do so'. From the point of view of the United Nations world peace is indivisible. The cause of world peace would be poorly served if we denied the just aspirations of half the world's population to exercise the human right of having a voice in the determination of its destiny.

The outstanding single fact which characterizes our modern age is the application of science to every phase of living. If we want to double the production of food in Haiti or China, eradicate yaws or the tsetse fly, or move and resettle entire communities, we need the help of scientists and technicians. A drainage project for malaria control, a reforestation scheme, campaigns to reduce illiteracy are not self-perpetuating like the traditions of non-literate cultures. They require planning, constant care and a new sense of responsibility for carrying such projects from the initial stages to their ultimate purposes. Education in its material and spiritual aspects must support the application of science to the solution of human problems.

The school is the chief agency established by society for the perpetuation and improvement of society. Mass education represents the inadequate but necessary substitute in regions where the economic capacity of the people is unequal to the task of providing schools for all. Literacy is the first step in a people's march from the bondage of ignorance to the life of freetrop men.

Literacy as defined by the organizers of the 1950 World Census is 'the ability to read and write a simple message'. This minimum qualification is of little practical value for purposes other than statistical estimates and comparisons. Literacy as a stepping-stone to the fundamental education of adults means that the adult who learns to read and write can use the newly acquired skill for achieving something he really needs and wants. When the

agricultural experiment station of Tingo Maria in Peru was established, settlers came there from other parts of Peru. The station encouraged the settlers to plant cocoa, but a number of the new settlers became discouraged with the failure of their cocoa plantings. The station managers had noted the interest with which illiterate settlers listened to the farmers who were able to read the extension pamphlets prepared by the station. The interest in literacy classes took a sudden rise when a small pamphlet with illustrations was issued which had two instructions: the correct way to plant cocoa, marked DO THIS, and the wrong way, marked DO NOT DO THIS. The reason for the failure of the cocoa planters had been that they applied methods which they once used for planting citrus trees in their former locations. Another example of great practical value based on new scientific knowledge is the method of culling chickens, i.e., separate from a flock of chickens, egg layers and non-layers. The difference in pigmentation between the two types is striking enough to explain culling by simple illustrations marked KEEP THIS - EAT THIS, and some explanatory text about the economic advantages of culling. That practical reading materials, even in the beginners' stage, can be used to achieve important changes of habits among underprivileged groups has been demonstrated by the successful experiments in applied economics conducted by the Sloan Foundation in the United States. Special care is needed to ensure the accuracy and applicability of scientific facts or methods in the particular situation. When suggesting practices of soil conservation or new dietary habits, it is necessary to be familiar with local conditions and traditions and to check new proposals against experiences in comparable situations elsewhere. Sentimentalism has no place in health teaching. A widely distributed pamphlet on the prevention of tuberculosis in the tropics showed on the title page a 'hair-raising' scare picture of a person discovering himself afflicted with the disease. Tuberculosis is a disease which has its origin in economic conditions over which the afflicted persons generally have little control. Society as a whole, and not the victim of the disease alone, needs to be aware of the causes of tuberculosis.

The methods for teaching illiterate adults or adolescents are different from teaching methods used with children. An adult is a person with years of tested experience, with interests, motives and responsibilities which no child can match. Adults are sensitive about their shortcomings and quickly lose interest in learning when a teacher insists on perfection instead of encouraging the learners with words of praise. I heard once a very favourable comment about a literacy teacher who worked with hillside farmers. 'He knows a great deal about agriculture, but he knows also that he doesn't know everything.' This seems a useful definition of a good teacher. It is important for a literacy teacher not to become doctrinaire about one method or another. What may be a rational or psychologically preferable method of teaching reading to children may take far too long with adults whose time for schooling is limited. A teacher who is aware of these considerations may lead illiterate adults to master the elements of reading and writing in an amazingly short time. In a literacy campaign in Albania the first reader used by the newly literate opened with three folk-tales which all Albanians knew traditionally by heart. The satisfaction of being able to read these tales after only a few lessons sharpened the desire of the adults to go on with the classes and master more advanced reading materials.

A teacher of adults must be a kind and understanding judge of human nature. Mrs. Hope Hay tells the story of an African from Northern

Rhodesia who was anxious to teach his aged mother to read and write, so that she might correspond regularly with her son who lived a considerable distance away. A few weeks after the man's return from his mission he seemed discouraged when Mrs. Hay praised him for his success as a teacher. 'It was a mistake to teach my mother', he said. 'She now writes me regularly asking for money to support her.'

There is no special need to point out that skill of literacy may be abused for unworthy ends and by unscrupulous persons. Reactionary governments or leaders sometimes oppose the organization of literacy campaigns for fear that new knowledge and understanding may lead people to seek changes in the *status quo* or to ask for recognition and representation in political or economic affairs.

During the second quarter of the present century a number of Latin American republics have made special efforts to reduce illiteracy among their rural and indigenous populations. Despite notable successes in some areas, the general advance of literacy has been slow. At the present time the excess of births over deaths and the lack of resources to build and staff a sufficient number of schools is accelerating the growth of illiteracy in some countries. For a variety of reasons — mostly technical or political ones — the efficiency of some costly literacy experiments has been a source of disappointment. There has always been a shortage of competent literacy teachers and of suitable reading material for adults. Recently, some legislators of one republic have criticized the federal expenditures for adult education and literacy work, pointing out that if those funds could be used for improvement of the primary school situations, the problem of illiteracy would not arise in the future. However, statistical data for the country concerned clearly show that the interest and staying power of out-of-school adolescents and young adults in literacy classes is superior to the attendance record of primary school children — owing to the fact that literacy is of economic consequence to them. The increased pace of industrialization and road-building in most of the Latin American republics increases the need for literate workers and citizens who can understand the social and economic changes which appear as a result of greater mobility and new working habits.

After consultation with a number of governments, Unesco decided to include in its 1949 programme of regional seminars an inter-American seminar to study the present literacy situation in the Americas and to provide leadership training for the most important aspects of literacy campaigns. The Pan American Union, now called Organization of American States, and the Brazilian Government are collaborating with Unesco to make this seminar possible. The Brazilian Government will be the host for the seminar and has generously offered to provide free housing and subsistence for the participants. The Organization of American States will provide technical leadership and assistance, together with a complete library and documentation service. Unesco will provide material and technical assistance, documentation for literacy work done in other parts of the world, and a special exhibit now being prepared under Unesco's supervision.

The seminar will be held between 27 July and 3 September 1949, at a college site near the city of Rio de Janeiro which will accommodate up to eighty participants and has adequate facilities for the five working groups, full meetings, a library, exhibits, and for the secretariat. The Brazilian director of the seminar will be Dr. M. Lourenço Filho, Director-General of the National Department of Education; assisted by Dr. Guillermo Nannetti, well-known Colombian educator and member of Unesco's

Executive Board, as representative of the Organization of American States; and Dr. Frederick J. Rex, Field Representative of Unesco's Education Department. The working languages of the seminar will be Portuguese, Spanish and English. Besides delegates from Canada and the United States there will also be representatives from non-American Unesco Member States.

The experience of the Inter-American Regional Seminar of Caracas in 1948 has shown that a seminar in which small working groups of specialists or administrators, assisted by expert leaders, work on specific problems or tasks to be accomplished gives excellent results. Three of the Rio seminar groups will deal directly with different phases of the literacy problem: Statistical analysis and bibliography of the literacy situation in the Americas; the Organization of literacy campaigns; Objectives, methods, and materials for literacy teaching. The first group, under the leadership of a Brazilian statistician from the Inter-American Institute of Statistics, will furnish the other working groups with a composite and detailed picture of the present literacy situation. It will also provide the delegates with adequate instruments for the quantitative analysis and uniform procedures and forms for the planning, execution and evaluation of literacy campaigns. The work of this group will be reviewed by a special panel arranged for the November 1949 meeting of the Inter-American Institute of Statistics in Bogota.

Dr. M. Lourenço Filho, one of Brazil's best-known psychologists and directors of literacy campaigns will lead the group which is primarily interested in the organizational and administrative problems of literacy and adult education. This includes a comparative study of legislative measures to combat illiteracy in Member States, effective methods of publicity and propaganda, the participation of private enterprise and organizations in literacy work, how universities and colleges can be enlisted for help in this work, and the many different ways of securing financial support for extended literacy and adult education work. The delegates will be able to observe at first hand the administrative organization in the Brazilian Ministry of Education and in the field. Brazil's educational radio facilities may be ranked among the best in the Western Hemisphere.

The problem of training literacy teachers and instructors, of selecting the best methods for teaching, and of preparing useful and interesting reading materials for the various stages of literacy will occupy the third working group. One of the difficult problems in fighting illiteracy is the existence of indigenous languages in a number of American republics. The third working group will have the assistance of specialists from Mexico, the United States, and France.

Two more working groups are concerned with the background and the future of the illiteracy situation. One will study the relationship of primary education to the solution of the illiteracy situation and the other group will attempt to set up a practical programme of adult education for the different needs of the newly literate.

An analysis of the shortcomings of primary education and of its responsibility for the existence of large numbers of illiterates shows that geographical, cultural and economic differences between the Latin American republics play an important part. All countries have certain problems in common, such as the acute shortage of school buildings and of teachers who are adequately prepared. The causes of absenteeism and dropping out or failure in the elementary school courses need to be studied with special care. Many of the school programmes place a great value upon the

memorization of facts and information which bear little upon the actual needs of the children. The idea of the school as a 'house of the people' where all members of the community can find help for solving common or individual problems has not been widely accepted. The instability of the administrative corps of trained personnel in the centralized administration needs to be studied because, without the existence of a permanent technical staff of administrators, progress will be delayed for a longer time. Interesting experiments have been made in some American countries to establish more adequate systems and methods of financing expended primary facilities. It is hoped that the working group which undertakes to study the primary school problem will be able to draft a plan and programme for a special convention of seminar which could dedicate itself exclusively to the task of making the principle of universal, free and compulsory education more effective in the American republics.

When we say that literacy should be an instrument for the improvement of living, we assume that the adults who come to our literacy classes will have an opportunity to learn how to solve their own problems and those of their communities. Organized adult education has been dedicated for a century now to two main purposes : to remedy the deficiencies in formal education, and to teach adults the democratic skills of group living and collective action for the benefit of their communities or nation. Western European and North American peoples can look back on almost a century of experience with different forms and organizations of adult education. In Latin America the need for a comprehensive system of adult education is beginning to be felt, especially through the interest in co-operatives. To make literacy education effective, community centres, community libraries, and group action for the improvement of health, agricultural production and living standards are an indispensable adjunct to the existing systems of formal education. The working group interested in the problem of adult education will consider the best ways to promote activities which will maintain the reading habits and cultural interests developed during the literacy campaigns. The Brazilian experience of linking literacy and adult education in one government department and budget will be suggestive for ways and means of integrating the adult education programmes into the general educational systems of the countries. It is fortunate that the Adult Education Conference organized by Unesco in Denmark this year will meet some time before the Rio seminar. Thus it may be possible to report the findings of the European conference group to the Adult Education working group of the Rio seminar.

The value of this seminar for the participants and their countries depends upon the follow-up activities and continuance of international co-operation in the solution of a basic social problem. For Unesco, this seminar will have double significance. It may become the forerunner of an effective regional organization of efforts to solve a common problem which one country with its limited resources alone could not meet. It will also provide valuable experience and technical knowledge which may be of great value in Unesco's Member States in other parts of the world where similar problems await solution. This is especially true in the case of Asia where the Unesco seminar on Rural Adult Education is scheduled to meet in November at New Delhi.

Frederick J. Rex
Unesco

LITERACY PRIMERS

TEXTBOOKS AND TEACHING aids can only be studied in relation to the use made of them; and that is a function of the local environment — the language and way of life of the people — as well as of the more general principles of teaching and book-production. In fundamental education the factors specific to an environment become so important that one is apt to doubt the possibility of making any comparative study of the materials.

But a start must be made somewhere. As a basis for discussion, therefore, and no more, we reflect six representative literacy primers on the following pages. A brief bibliographical note on each is given below :

Page 24 : A sheet from a booklet in the Kimbala language, prepared at Leopoldville, Belgian Congo, in March 1948 during a literacy campaign. Further information from : Committee on World Literacy and Christian Literature, 156 Fifth Avenue, New York 10.

Description : Quarto sized duplicating paper; 15 pages of text, starting with letters in words, leading to continuous sentences. One page of instructions for teachers.

Page 25 : Sheet from *Indonesia Membatja dan Manoelis*, adult primer in Indonesian prepared by: Department of Education, Arts and Science, Tjilatjapweg 4, Batavia, Indonesia. 1948.

Description : Quarto size, 44 pages, metal stitching. A lesson per page, with four parts of lesson indicated. Illustration by line drawings, usually showing objects. First lessons teach syllabically, in 30 pt. type; by ninth lesson, reach full sentences, in 24 pt. type. Separate teacher's manual.

Page 26 : Sheet from *Linda Rita*, one of four booklets for the first year of Spanish in Latin American schools. Prepared experimentally by : Institute of Inter-American Affairs, 499 Pennsylvania Avenue, N. W., Washington, D. C. 1948. 25 cents.

Description : Octavo size 21 pages, metal stitching, 24 pt. type. Graded vocabulary introduced in full words and sentences from beginning. 12 new words in this first book. Illustrations four colour, litho, based on drawings made by children. Separate teacher's manual.

Page 27 : Sheet from *Taiwo ati Kebinde*, primer for Yoruba schools in Nigeria, produced by Oxford University Press, London. 1948. 9d.

Description : Octavo size, 48 pages, thread stitched. 16 pt. type. Full sentences used from beginning, based on daily speech of the people. Illustrations two colour, litho. Single book for year's work. Teachers' manual separate.



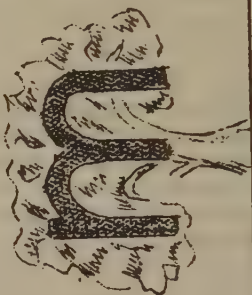



Page 28 : Sheet from *Cartilla Tarasco-Español*, child and adult literacy primer in Tarascan and Spanish, produced by Secretary for Public Information (Secretaría de Educación Pública), Campaña Nacional de Alfabetización, Mexico D. F., Mexico, 1946.

Description : Octavo, 192 pages, inset. Starts by teaching letters in full words; 20 pt. type; space for writing exercises. Connected text in Tarascan language from page 60, in 16 pt. type. Starts Spanish on page 109, with sentences graded for vocabulary and pattern. Brief notes for teacher at the beginning of the book. Fuller instructions issued separately.

Page 29 : Sheet from *Ler - prima guia de leitura*, adult literacy primer produced in Portuguese by the National Department of Education (Campanha de Educação de adolescentes e adultos analfabetos) Ministerio de Educação Nacional, Rio de Janeiro, Brazil. 1947. One and a half million copies by end of 1948. Gratis.

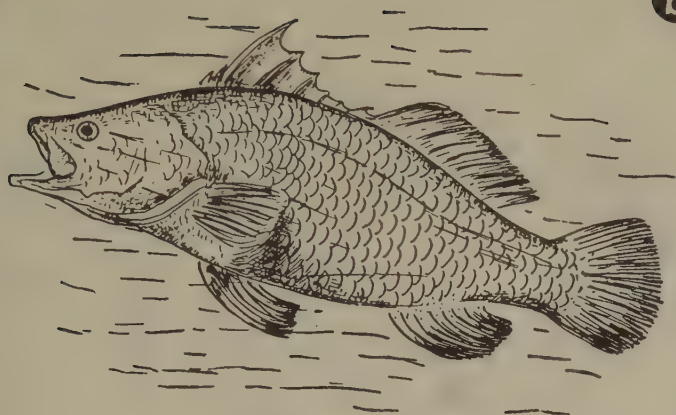
Description : small quarto, 32 pages, metal stitched. Introduces letters by syllabic method, with drills on full words and short sentences. Connected text from page 24. Type 12 pt. Line illustrations of objects. Teachers' manual separate.

Kimbala Panji 1 gasa 2

	lu	lulembu	
	mu	mudundu	
	nu	mununu	

The problem of localization. Local improvisation based on typewriter with large type faces problem of follow-up reading. The State campaign has better materials, but content becomes more general.

a



b

ka kap
ge lap
tju kup
tu tup
ke rap
a sap
se njap

ka kap

c si ka rim ne la jan.
i a ting gal di te pi mu a ra su ngai.
pa gi pa gi i a ba ngun.
dengan pe ra hu nja i a me nang kap ik
pe tang ha ri ba ru i a pu lang
mem ba wa ru pa ru pa i kan.
i kan ka kap, ban deng, tju mi tju mi
u dang dan se ba gai nja.
me nang kap i kan i tu
pen tja ha ri an si ka rim.



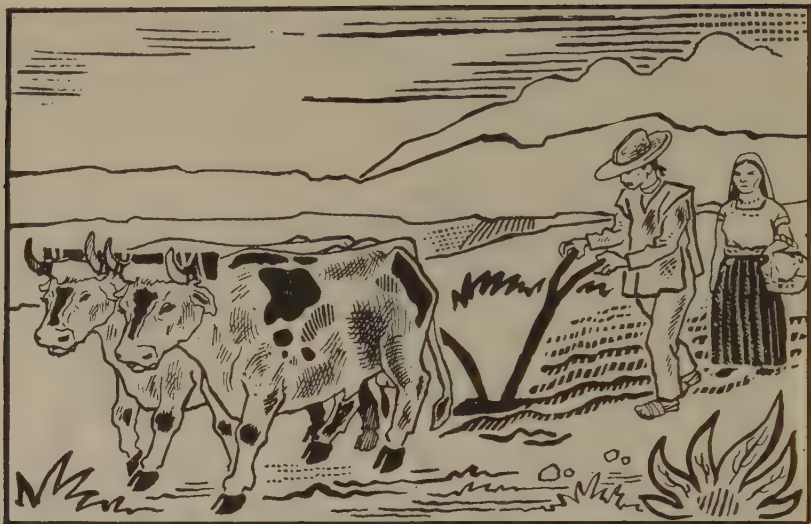
—¿Qué veremos
en el mercado,
mamá?

¿Qué veremos
en el mercado?



Taiwo ati Kẹhinde nba iya wọn ẹ
ẹgunsi, nwọn nfẹ ran iya wọn lọwọ.

Well-produced school texts — one in the second language, one in a vernacular. How far can school readers be used with adults?



tajéri

tatá juánu tajésandi.

imá tajésandi jaráru ch'káriri jimbó.

tatá juánu jatsíasti uáni echérichani.

naná luísa témbesti tatá juánueri.

naná luísa pákusandi t'irékua.



jacaré ja je ji jo ju
 ge gi

já

ja rro

ja ne la

jei to

jor nal

la ran ja

en jo o

je ri mu

jo e lho

a ju da

gen te

ge lo

ge ma

gi ne te

gi ro

— O lhe su as mãos, Ge or gi na! Es tão mui to
su jas. La ve - as pa ra ir mos jan tar.

— Sim, se nhor. Já vou.



gato ga gue gui go gu
 ge gi

ga go

ga do

go lá

go ta

gu la

go ma

ga lo

gu me

goi a ba

á gua

á guia

ga li nha

a gu lha

Gato. Galo. Galinha.

THE AUDIO-VISUAL CENTRE OF THE NANKING UNIVERSITY

IN THESE TROUBLED times for China it may seem like a flight from reality to call attention to a piece of educational work. However, the staff and students of the Audio-visual Centre have seen little peace in the eighteen years since the Centre was set up as a department of the College of Science : in 1938 the whole University migrated to West China, as a result of the Japanese invasion, and could not return to Nanking until 1946. In spite of lack of equipment, of premises and of settled conditions, the Audio-visual Centre continued its work; in fact, because of these very difficulties, the results have a special significance — showing how a department for film and radio can reach out from the University to the field of mass education.

The photographs and text that follow are based upon a filmstrip made in 1948 by Professor M. C. Swen, Director the Audio-visual Centre, to show the work then in progress.



The home of the Audio-Visual Centre — the Hall of Applied Science.



Within the University the Centre provides a number of services which go to enrich the normal academic work and social life. A public address system, known as the 'Voice of the University', is operated from a studio in the Centre. From it, music, special announcements and morning religious programmes are regularly transmitted. A radio transmitter, recently constructed, will increase this activity.



Members of the University teaching staff find in the Centre the means for making lectures and demonstrations more alive. The reference library contains dozens of technical and educational journals.

In the film library there are over a thousand rolls of 16 mm. motion film and over a thousand rolls of filmstrip. Careful teachers usually book ahead to make sure they will have the right film at the right hour in a suitable room.



The Audio-visual Centre has a much wider rôle, however. Its services to mass education may be summed up under five headings. First, *exhibition*. For extension work in West China, the Centre established eighty showing stations which gave 2,785 showings during the year 1944-45, to some three million people.



Next, *production*. There are obvious problems in using imported films for educational purposes. At first the Centre supplied translated captions for foreign silent films; later it set about making its own moving pictures: such as this shot from a film on the Tibetan people of Sikang.



In May 1948, the Centre started the production of filmstrips with the conviction that they were the most practical medium for mass education throughout the country. Both paintings and photographs are used in making filmstrips. Here a sequence of drawings is being photographed onto a strip of negative.



Some frames from a filmstrip 'Cleanliness — the way to Health'. Another well-known strip deals with the life of Wu Hsui, a remarkable educator of the nineteenth century who 'begged till he was old... patience turned to gold... here and there he opened schools... giving joy to all'.





Third, *technical service* for other educational institutions. Apart from processing and production the College of Science developed a microfilm reader which was made locally and distributed to libraries. This picture shows a phase in radio servicing.



Fourth, and perhaps most important, is the *training* of audio-visual workers. The University has several times offered short courses for groups of outside educators.



There are also regular audio-visual courses in the normal University curriculum, attended by students from a number of different departments. Some of the courses are : Teaching Films; Production Technique; Elementary Photography; Photography as a Science; Broadcasting Technique.



And finally, *consultation* and *publication*. The Centre has published a monthly magazine,— *Film and Radio* — since 1942, for the discussion of the technical and educational aspects of audio-visual aids. Note on the top copy a design for a school where the projector can serve both for classroom use and for public projection in the open square.



This projector, incidentally, was the only piece of equipment the University had for several years following the start of the audio-visual programme in 1930. This, and plenty of energy, resourcefulness, confidence.

NOTES AND RECORDS

NAMBÉ COMMUNITY SCHOOL

During the past few months Mr. Lloyd H. Hughes has been making for Unesco a survey of fundamental education work in the southern U. S. A. and in Mexico His reports will be published as opportunities occur; one of them reads as follows.

The most interesting and far-reaching community school project so far developed in New Mexico was the Nambé Project. This project was begun in 1937 and was carried on for five years. It was jointly sponsored and financed by Mr. and Mrs. Cyrus Mc Cormick, the University of New Mexico and the General Education Board. The project grew out of the interest of Mr. and Mrs. Mc Cormick in the community of Nambé. They felt that the people of the village were not taking full advantage of the opportunities available to them, and that the village school could teach the people how to improve their methods of agriculture, diet, health, etc. Accordingly the Mc Cormicks approached the University of New Mexico and the County School Board. It was decided to make an experiment of the Nambé School for five years, with Professor L. S. Tireman as Director on the Project. Some extra funds were secured, as well as the services of several experienced teachers.

The general philosophy adopted for the programme at Nambé was as follows :

The school should be the centre of the community. It should be sensitive to the needs of the community and, in co-operation with the parents, plan a programme that will make the best use of all available resources. Such an environment should stimulate pupils to engage in many activities. Through participating in planning, executing, and evaluating their work they learn to think and to use the facts and tools of learning. They should find the school a vital place in which it is good to live.

In working out the curriculum the needs of the people of Nambé were placed above everything else. Health, infant mortality, social relationships, land management, craft-work, recreation, and command of oral English were determined to be the principal needs. Efforts were constantly made to discover and utilize the resources of the community. The fields, *arroyos*, the homes and shops were a part of the school's laboratories, and workers in these places were numbered among the school's teachers. The starting point of every part of the curriculum was Nambé. Pupils were permitted to go to the farthest points of the earth, but they had to start from Nambé. No attempt was made to teach everything, for that was not possible. It was determined that health and land management were the two most important problems of Nambé, and that all school work should centre around these two subjects. Children were required to master the three R's and the English language. In addition they might learn to read and write Spanish. Pupils were allowed time for planning, discussing, experimenting and thinking. Since certain areas of commonly accepted school experience were omitted, reading lists were arranged so that the pupils could acquire some of this knowledge themselves. The

curriculum was kept flexible so that units of work might be suited to different levels to meet the interest and ability of the various groups.

The children at Nambé, with few exceptions, came from Spanish-speaking homes. Most of them knew no English when they first enrolled in school. The economic status of most of the parents was low, and most children lacked a literary background.

To meet the needs of children enrolling in school for the first time a pre-first grade was organized. There were 35 children in this class, and their principal objective was the learning of the English language. The work was entirely informal and generally took the form of directed play and visits to community enterprises and agencies. During the year the children usually mastered an average of 500-700 English words centred around the following topics :

School : Acquaintances and Pets; Schoolroom equipment; Play-ground equipment; Domestic animals and their care; Rhymes and songs.

Home : Members of the family; Parts of the body; Clothes; Foods; Rooms and furnishings.

Garden : Learning the names of seeds; Names of equipment used for planting; How to plant a garden; Planting a garden.

In the first grade the children were prepared for reading and began to read the pre-primer and the primer. Oral English through story-telling, dramatization and directed conversation was also emphasized. The work of the year centred about the large topics of : Foods of Nambé, Clothing, Pets and their care, Garden plants, and Insects and animal life of Nambé. The natural science programme formed the base of many of the reading charts. There was much simple seat-work, but no formal arithmetic or writing.

The work in the other grades is not described in detail here, because it is described very well in Tireman's *A Community School in a Spanish-speaking Village*. * Suffice it to say that the work in each grade revolved around life in Nambé, and was designed to improve life in the community.

The health programme carried out at Nambé was very effective. It reached the children through the school lunch programme, health examinations and follow-up treatment, and health education classes. It reached the community through the work of a community nurse provided by Mrs. Mc Cormick. Pre-natal and infant clinics were organized, and visits were made by the nurse to all the homes in the village. Diseases were diagnosed and treatment arranged for through the County public health nurse and doctor. Gradually through the efforts of the nurse, the teachers, and the children, the importance of sanitation, cleanliness, and good diet was demonstrated to the older people of the village.

At the end of the project the people were aware of their problems, and of the fact that health conditions could be remedied through their own efforts. This was a tremendous gain and pointed the way to what could be done in other villages. This is described in chapter 5 of Dr. Tireman's book.

One result of the project was to bring the people into contact with agencies and institutions outside the community which nevertheless could be of service to the community — such as the Soil Conservation Service, the Agricultural Extension Service, the Santa Fe County Health Department, and so on.

This project demonstrated that rural schools can do something to combat superstition and traditional malpractices. It showed that much can be done

* L. S. Tireman and Mary Watson : *A Community School in a Spanish-speaking Village*. University of New Mexico Press, Albuquerque, New Mexico. New edition 1948. \$2.50

to improve community health when the nurse does not have to struggle along single-handed. It also showed that rural children would stay in school and not drop out at the first opportunity, if the school paid more attention to community problems and less to college preparation. It showed clearly that boys and girls will remain in school and be happy under certain conditions, and that they can learn ways of improving health and living conditions, even though they fail to make the customary academic progress.

Unfortunately, the high level of performance which reached its peak about 1941 has not been maintained. The withdrawal of outside financial support and guidance in 1942, the loss of teaching and supervisory personnel to more favoured communities, and especially the loss of direct guidance from Dr. Tireman has handicapped the school in recent years. Today the functional and community orientation of the curriculum is not as apparent as it was during the life of the experiment. Nambé, through the loss of its best teachers and of the support and guidance of outside agencies, has lost some of its vitality and originality and has tended to become a more or less traditional rural school. During my visit, however, I found that many other schools had been influenced favourably by the experiment.

UNESCO PUBLICATIONS ON FUNDAMENTAL EDUCATION

The Clearing House monthly publication, *Abstracts and Bibliography*, June issue, was directed towards information about literacy teaching. The present issue, July, deals with education for conservation. The *Abstracts* describe briefly the articles, books and teaching aids which reach Unesco and which seem to justify attention; sufficient information is given to enable the reader to follow up his particular interests, either through a library or by placing orders with a bookseller. In particular, librarians of colleges which specialize in some aspect of fundamental education should find the *Abstracts and Bibliography* a useful means of tracing the publications that appear in other countries than their own. As a rule the *Abstracts* cover a very wide subject field; but from time to time issues will be made, like those of June and July, to deal in greater detail with some one topic, or perhaps with one particular country or region.

It should be noted that three separate editions of the *Abstracts and Bibliography* are issued each month, in English, French, and Spanish respectively.

FOOD AND PEOPLE

Present food supplies are inadequate for the world's people. World population is on the increase. Can science and international co-operation meet the growing crisis and avert it in time?

This is the core of the discussion theme which Unesco has chosen as the major topic in its 1949 programme. To balance the alarmist point of view expressed in such book as *Road to Survival* by William Vogt (reviewed in this column in the January issue), Unesco has asked experts from many countries to present the facts on the various aspects of the problem. This series of background handbooks and pamphlets, to be published in several languages, has been designed to stimulate discussion and present the problems in their proper perspective for the man in the street. It is hoped that the booklets will provide material in a convenient form for teachers, adult education leaders and others whose work is concerned with the development of opinion and the understanding of international issues; and in places

where discussion with leaders and experts is not possible these pamphlets will help to take their place.

The first pamphlet entitled *Food and People* * has already been published in English and has been enthusiastically received. The problem is discussed from two points of view. Aldous Huxley, the eminent English essayist and novelist, presents the gloomy side of the picture, and Sir John Russell, President of the British Association, reviews the facts on the more positive side. Russell's conclusion, 'The Way Out', admits the gravity of the situation, but affirms that science and technology can solve the problem if the nations will co-operate with international agencies such as the Food and Agriculture Organization.

Fundamental education also plays its part in the exposition of the problem. *The Alphabet of the Soil*, by the Colombian educator Dr. G. Nannetti, which appeared in English in the middle of June, dramatizes the need for fundamental education in the human story of a Colombian peasant and his family. In simple style this booklet shows how educational measures can help in the conservation of natural resources and the building up of a higher standard of living. For semi-literates Unesco will also produce a picture book to tell the same story, with a condensed version of Dr. Nannetti's text as captions.

In addition to the pamphlets, Unesco is preparing related materials to aid discussion groups. For example : coloured wall charts (the first of the series of three, about soil erosion, became available in English in June); a film discussion guide (based on 25 specially selected films on the topic), and a comprehensive catalogue of films from all countries.

* Bureau of Current Affairs, 117 Piccadilly, London, W. C. 1. April 1949. 1 s. French and Spanish versions also in preparation by other publishers.

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